



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Vernal Jr. High School

Target Group: All 8th and 9th Graders with D or F grades

Target Group selection is based upon: School Improvement Goals

ABSTRACT

Our project this year focused on all 8th and 9th grade students who had one D or F grade or more. We monitored grades on a weekly basis and sent letters home to parents or guardians with grade reports. The letter informed parents of the low achievement and informed them of ways to get help from the school to improve the grades. As space would allow, students who continued to struggle or who had exceptionally poor grades were placed in a “student advisory” class. In this environment they had time to work on other class assignments, get extra help from a teacher, and learn better study and organizational skills. Some students also met regularly with counselors for extra motivational and organizational help. The purpose of this effort was to keep parents better informed and let the students know that we were monitoring and were concerned. As a result, we hoped to see improved grades, greater student success, and a more positive attitude towards the school.

PROJECT DESCRIPTION

Introduction

We focused on Standard A of the Utah CCGP Student Outcomes.

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Participants

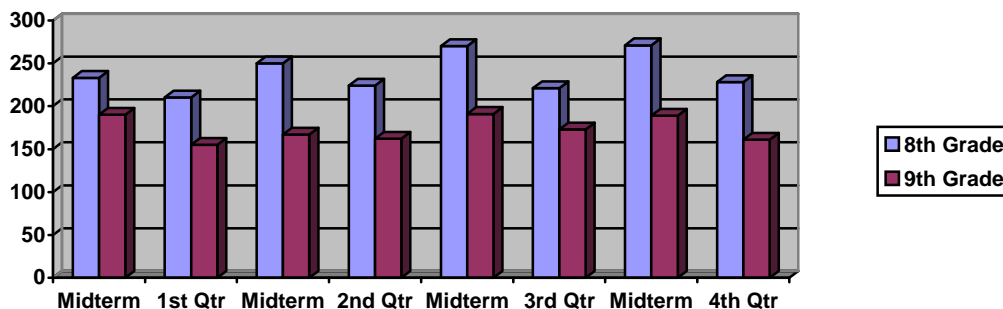
- While some students met the criteria in every grading period to be part of this large focus group, some students changed during the year. The highest number of students affected during a grading period was 461 while the lowest was 365. Vernal Jr. High served 805 students during the 2007-2008 school year.
- The target group was any student who had one D or F or more during a grading period.

Method

- Progress reports were run on Thursday of each week to identify students with one or more D or F grades. A notice was mailed to the parents or guardian of each student who met the criteria. The notice informed the parents of the low grade and suggested methods to help the student improve the grade.
- Students who continued to struggle were pulled from an elective class and placed in a student advisory class. These classes enabled students to get individual help from a teacher in areas where they were struggling. They were also taught organizational skills and were given planners to track homework, assignments, and coordinate information between teachers, student, and parents.
- 9th grade students were given the opportunity for remediation through the computer based A+ program.
- Students who had even more significant struggles also met with counselors for individual help and motivation.

- Progress was evaluated weekly by monitoring if grades had stayed the same, improved, or digressed. Special emphasis was put on midterm and end of quarter grades.

RESULTS



Average percent of change during each quarter; 8th grade: -13.5% (1st Semester -10%; 2nd Semester -17%).

Average percent of change during each quarter; 9th grade: -11.25% (No significant difference between semesters).

Each bar represents the number of students with at least one D or F grade. The bars with no caption are the end of quarter numbers.

As shown in the above bar graph, grades improved for each grade during each quarter grading period from the midterm to the end of the quarter. With the exception of the 2nd quarter for 8th graders, there was a slight improvement from quarter to quarter in each semester. Interestingly, while there was an increase in the number of students with D or F grades at the midterm of the 3rd and 4th quarters, the overall number of such students was slightly lower at the end of the 2nd semester when compared with the 1st semester. 8th graders did much better at improving their grades during the second semester.

DISCUSSION

Overall, the efforts made to help struggling students by increased communication with parents and focused help from services in the school had a positive effect. Though there seemed to be a high number of students who needed extra assistance, there was a measurable improvement in grades during each quarter and from the first grading period to the end of each semester. Hopefully, those students who did improve have learned from the success and realized the importance of consistent effort and good organizational skills.

Nevertheless, there is much more work that needs to be done. Next year all students will be assigned to a thirty minute class at the end of each day that will be called Guided Studies. These classes will be held to 24 or fewer students. With the assistance of a mentoring teacher, each student will track their grades, make goals for necessary improvement, be able to seek help from the teacher in the room, peer tutors, or have the flexibility to go to another room for help in areas where more expertise is needed. Counselors plan on meeting with students during guided study time for guidance curriculum in the areas that need dictates.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Vernal Jr. High School

Target Group: All 9th Graders

Target Group selection is based upon: School Improvement Goals

ABSTRACT

Our small group project this year focused on all 9th grade students who are preparing to attend Uintah High School next year. The 9th grade students have many questions about their high school experience. Parents also have many concerns and questions. The opportunity to meet with both parents and students together was critical in the SEOP process. This conference placed emphasis on the student progress by giving an opportunity for parent and student to view test scores, grades and career planning information together.

PROJECT DESCRIPTION

Introduction

We focused on **Life/Career Development**, Utah CCGP Student Outcomes.

Standard C: Students will use strategies to achieve future life/career goals.

LC:C1.4 – Connect decisions about course selections, next step planning, and career transitions in terms of future goals.

Participants

- All 9th grade students and their parents were invited to attend a conference during 5th period announcement/Channel One time, approximately a 30 minute block of time. Parents were invited with a mailed postcard or students were required to take the invite home.
- Students participated during the appropriate time with SEOP folders containing up-to-date information on testing and grades.

Method

- Students and attending parents were given a Pre and Post Assessment to determine the new information received.
- Results were collected from this assessment and analyzed using the “David Effect”.
- Data collected:

Number of Students assessed	376
Number of YES responses on Pre	1,234 (A)
Number of YES responses on Post	2,363 (B)
Difference	1,129 (C)
Number of Parents assessed	84
Number of YES responses on Pre	299 (A)
Number of YES responses on Post	675 (B)
Difference	376 (C)

RESULTS

Assessment of data:

Percent of change(increase) was determined by “The David Effect”.

1. Pre-assessment number of YES answers (A)
2. Post-assessment number of YES answers (B)
3. Subtract $B - A = C$ (change or increase)
4. C divided by $A = D$ (decimal change or increase)
5. Move decimal two to the right to calculate %-age of change or increase.

Calculations:

Student Data: 2363 (B) minus 1234 (A) = 1129 (C)
 $1129 \div 1234 (A) = 0.915$ (D)
Move decimal two spaces to the right
91.5% increase rounded to 92%

Parent Data: 675 (B) minus 299 (A) = 376 (C)
 $376 \div 299 (A) = 1.257$ (D)
Move decimal two spaces to the right
125.7% increase rounded to 126%

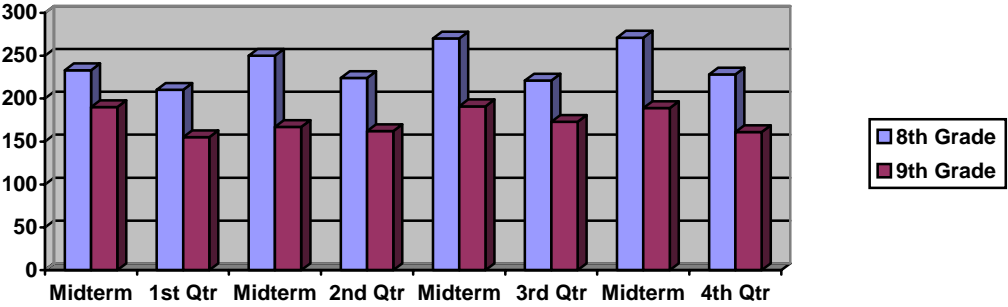
Percent of student knowledge increase was 92%.

Percent of Parent knowledge increase was 126%.

DISCUSSION:

Students learn to make life and career decisions by connecting decisions about course selections, next-step planning, such as the move to a high school setting, and setting goals for career planning. When students and parents have accurate information and test results, they are better able to make informed career choices based on individual information.

DISCUSSION





Utah Comprehensive Counseling and Guidance Guidance Activities Results Report (Large Group) 2007-2008

School: Vernal Middle School

Target Group: 7th Grade Students

Target Group selection is based upon: CTE Classes

ABSTRACT

We have had several changes to the CTE program in our school including new teachers, changing from three teachers to two teachers, and working in a temporary location. We wanted to get the students perspective of how the program impacts them in the area of career exploration as this is one of the key goals of CTE. Using a questionnaire we asked students what they thought. Their answers indicate that the message we are sending is getting there.

PROJECT DESCRIPTION

As we execute the CTE Introduction Program as counselors we wondered if kids think they are getting what they need. To find out what the students think we went into several CTE classes and gave the students a questionnaire at the end of the year asking them about some of the subjects we as counselors had covered during the year and a few things related to career exploration. Rather than ask at the time of the lesson or activity we wanted to see if students kept the ideas over a longer time and wanted to get their views on how they perceived some aspects of the program.

CTE Opinion Survey

Please answer the questions below by circling the answer that best matches your opinion.

1. Means strongly disagree
2. Means you disagree
3. Means you are in the middle
4. Means you agree
5. Means you strongly agree

1. In the world it is important to have the skills to work with other people.

1 2 3 4 5

2. Because of my experiences in my CTE classes, I have discovered some careers I want to explore and some I don't want anything to do with at all.

1 2 3 4 5

3. I see a need for training after high school?

1 2 3 4 5

4. I understand how my interests and abilities relate to the world of work.

1 2 3 4 5

5. When choosing a career, it is important to consider my personality.

1 2 3 4 5

6. In my CTE classes, I have had enough opportunities on the computer to explore different careers I am interested in and what it takes to make a career choice.

1 2 3 4 5

7. I had an opportunity to talk with a school counselor about my future plans?

Yes

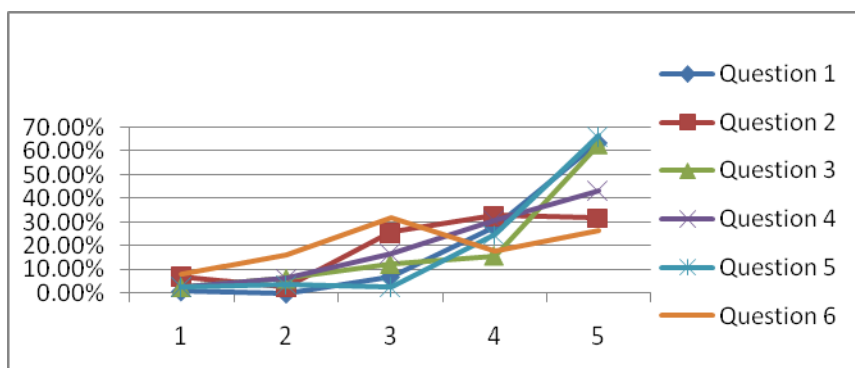
No

8. I have a better idea about what I want to do/be now compared to the first of the school year?

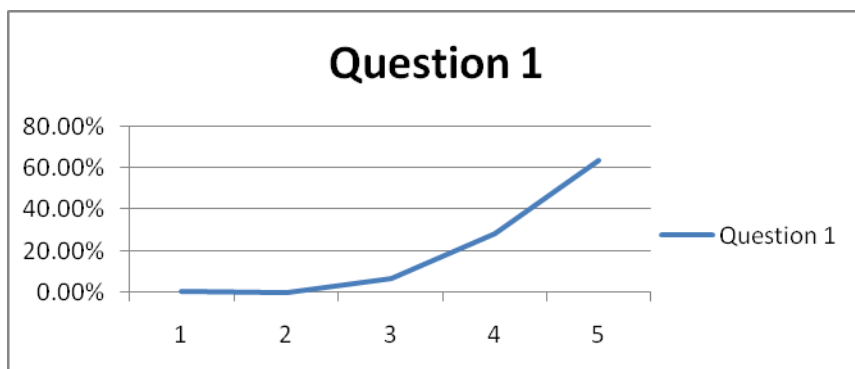
Yes

No

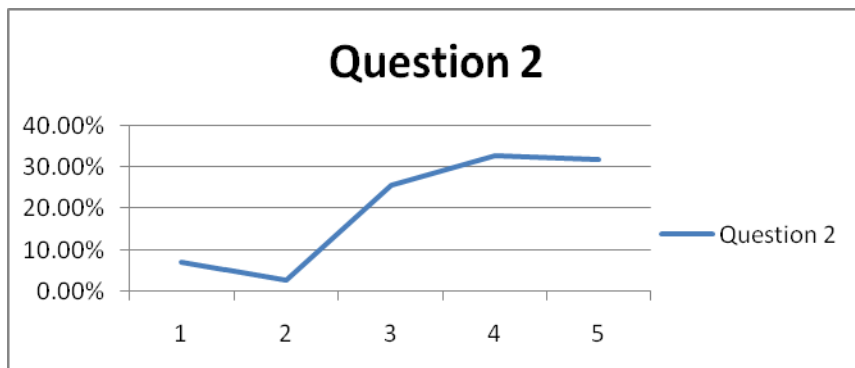
RESULTS



Here are the results to questions 1 to 6. All the questions received a majority of responses in the positive direction.

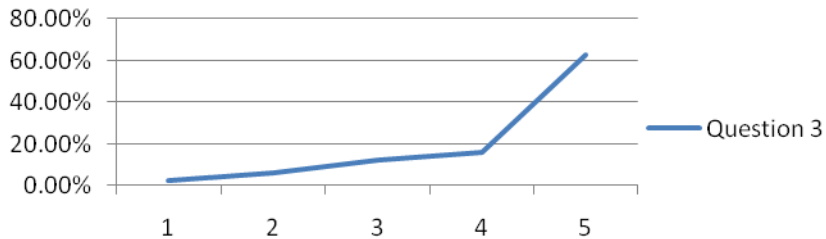


Are working-with-others skills important? This is a theme we talk about during most of the counselor presented career lessons. Students agree.



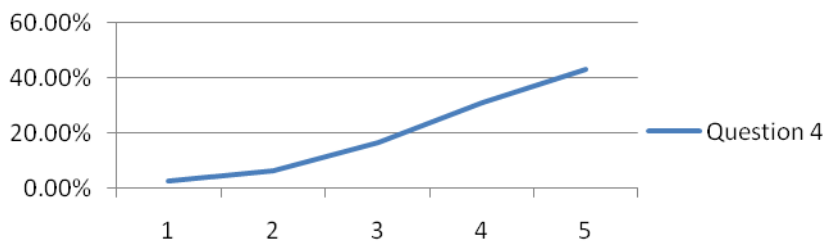
Through CTE classes students have found careers that turn them on and ones that turn them off. Most students seem to have gained some career exposure.

Question 3



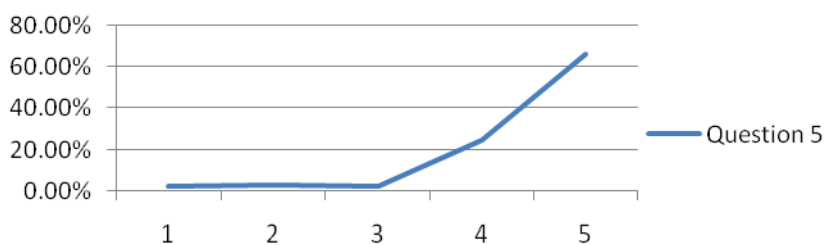
Do students see the need for post high school training. This is another theme we as counselors emphasis during our CTE lessons. Clearly a majority indicate a view that additional training is necessary.

Question 4



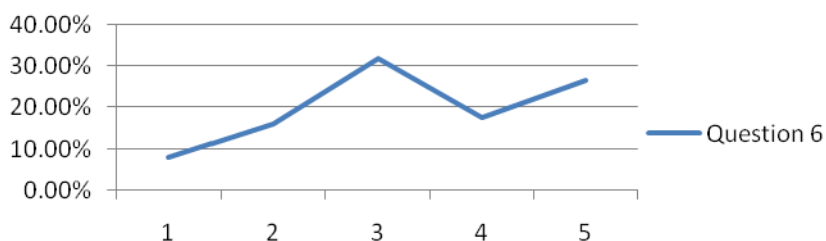
Interests and abilities are related to the world of work. This relates directly to the counselor lessons on Holland Types. A majority of kids see some connection which is what we hope for.

Question 5



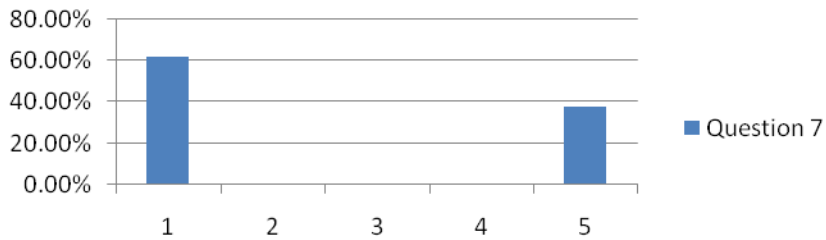
Personality is important in choosing a career. This relates directly to the lesson counselors give on personality types. Again students see a connection. A greater number of them see a strong connection here when compared to question 4 on interests and abilities.

Question 6



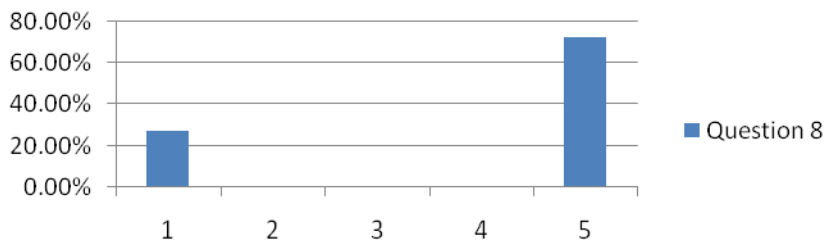
CTE offers plenty of opportunity to explore careers on the computer. We tried to see what kids think of Choices. The responses indicate students need more opportunities here. It is the only question that did not have a majority of students giving very high responses.

Question 7



A "1" indicates no and a "5" indicates yes. Did you have an opportunity to talk with a counselor about your plans for the future. Students need more counselor interaction.

Question 8



Do you have a better idea about careers than you did at the beginning of the school year? Again "1" indicates no and a "5" indicates yes. A majority of students indicate they have made progress toward selection of a career.

DISCUSSION

The responses indicate that we are having an effect with the CTE program in general and that what we do as counselors is influencing student ideas. We need to improve what happens in two areas. As counselors we need to have more interactions with students regarding careers and Students want more time exploring careers on the computer.



Utah Comprehensive Counseling and Guidance Closing the Gap Results Report (Small Group) 2007- 2008

School: Vernal Middle School (VMS)

Target Group: Students failing one or more classes

Target Group selection is based upon: The school has a goal created by the School Improvement Team to reduce the number of students failing classes.

ABSTRACT

Vernal Middle School is trying to reduce the number of students with failing grades. Using the idea that a student needs an adult in school to connect with we met individually and occasionally in small groups with students to discuss their academic skills and progress in school. We asked teachers to mentor specific students along with our own interventions. Looking at GPA from term to term we see that while not increasing student grades, the students with whom we intervened exhibited a GPA history paralleling that of the general student population. These students were able to grow at the same rate as other students instead of declining.

PROJECT DESCRIPTION

One of the School Improvement Team goals is to reduce the number of kids earning failing grades. The Vernal Middle School counselors' contribution to this goal is to identify failing students and work with them to improve their academic performance. Failing students, a student with one or more "F" grades in a class, are identified checking progress reports at the beginning of the school year and recommendations from previous schools. New students will be tracked and additional students will be identified by checking grades at the beginning and end of each term. We expect to target around 75-100 students between the 6th and 7th grades

The following activities constitute the planned interventions:

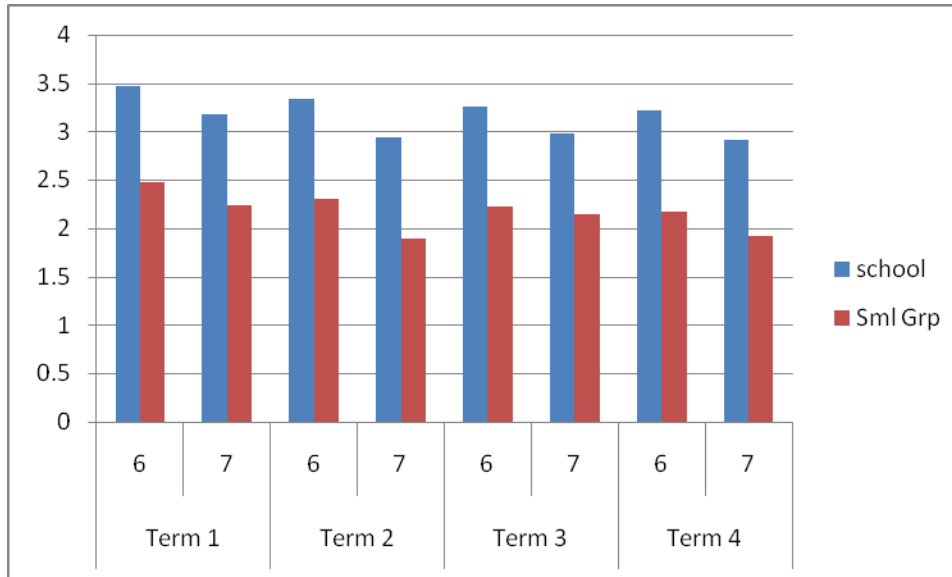
Weekly meetings with each student to review their grades, encourage positive behaviors, review progress, and help develop planning and organizational skills. (These meetings will be held when needed as determined individually by the counselor and the student. This could result in meeting more or less often.)

Involve parents through parent meetings and other contacts by phone, e-mail, and etc.

Involve teachers by asking for teacher volunteers to mentor specific students, giving teachers recommendations and suggestions when intervening with members of the targeted student group.

To evaluate the effectiveness of the intervention, the GPA history of each student will be tracked each term. At the end of the school year the GPA from each term will be compared to see what kinds of changes have occurred. The targeted students will also be compared to the whole student group to see if the changes, if there are any, follow a similar or different pattern.

RESULTS



We intervened with 138 students. After removing students for whom we did not have a complete set of data, all terms, we had 118 students. At the left is a chart comparing the targeted group GPA (sml Grp) to the average GPA of the whole school (School). The results are broken down by term and grade.

DISUSSION

Some students improved some did not. As a group the students seem to follow the same trend as the general school population. Last year with similar interventions we showed a slight increase in GPA from the beginning of the year as a group and when compared to the general school population. The decline this year was disappointing but the school also showed a decline of similar proportion. Our school has been occupying temporary buildings at temporary locations because our building is being remodeled this year. Hopefully next year when we get back into our new building and better physical circumstances things will be better. Next year we hope to bring in some other measures of achievement from NWEA and from the CRTs.

Many students benefited from the increased attention. One student who had been having difficulties with a teacher as evidenced by frequent referrals to the vice-principal's office started improving after the counselor helped him find a way to calm himself during negative interactions with other students in the class room. After a couple of weeks of practice there were no more referrals for the last two months of school. The student's grade in the class went from an "F" to a "C+" by the end of the term. Another student, after several weeks of weekly meetings and some contacts with home, work started getting handed in and studied for tests. She finished the last term with a 3.0 GPA. During the last term bimonthly meetings with the counselor were to celebrate her successes instead of discuss ways to change.

It is possible that the interventions prevented many of the students from dropping deeper into a pattern of academic failure. Since we do not have a control group with the same risk level with whom we did no interventions there is no comparison to show what would have occurred had we done nothing.